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successfully, into non-social and social instincts and tendencies accompanied by affective states. The development with age is of course emphasized.

The intellectual phases of development are presented in four chapters with the titles "Attention," "Sense Perception," "Memory," "Imagination, Thinking and Habit Formation." This relatively large emphasis on intellectual growth is a valuable feature of the book and constitutes a marked contrast with most texts on child psychology.

The next three chapters deal in a helpful way with play, moral and religious development, and physical growth. Particularly in the last-named chapter, but also to some extent throughout the book, the discussion would be considerably improved by the introduction of graphic representation of the facts.

The most novel feature of the book is a chapter which gives a cross-section of the life of the child at five and eleven. This is distinctly helpful and might be extended somewhat farther so as to include two or three other stages.

The remaining chapters on exceptional children and methods used in child study round out this very useful text.

FRANK N. FREEMAN

SEARS, J. B. *Classroom Organization and Control*. Boston: Houghton Mifflin Co., 1918. Pp. 300.

It is refreshing experience to meet with a new volume on classroom management which begins with insistence that we must establish first our educational aims; that these aims must be definite and particularized; and that they must be used as the bases and starting-points of the various practical problems of classroom management. The author has been able in unusual measure to take the social point of view and thus to discover and utilize in his discussion specific objectives of education in a measure not possible under the older and less fruitful plan of psychological approach. There is, however, no neglect of the fundamental psychological factors.

Part II deals with the problem of getting the pupil into school and of inducing him to do the work after he has arrived. Much of the fundamental information needed by the beginning teacher concerning the incentives which are good to use and those which are to be avoided, types of discipline to be aimed at, modes of school punishment that are approved and others which are disapproved are clearly presented. It is a summary of the best thought of the specialist on these various questions.

Part III presents a fairly extensive discussion of the various problems concerned in the organization of the school: classification of the children,

grading and promotion, the division of the curriculum into units appropriate for each of the grades and classes, best types of daily programs, modes of handling the classes which are preparing their lessons as well as the methods of conducting the recitation, and, finally, the matter of measuring the results of the work. The treatment of each topic shows that the author has been in practical contact with the problems and is thus in a position to present the matters most necessary for the training of the beginning teacher.

The last portion of the volume is devoted to the personality and professional qualifications and relationships of the teachers. Large emphasis is placed upon the necessity of a proper personality on the part of the teacher; and a careful analysis of the factors that make up a proper personality is presented. Equal emphasis is placed upon the necessity of proper training by way of developing the professional aspects of the teaching personality. A highly commendable chapter deals with the matter of the teacher's health and recreational opportunities and activities. The section closes with a discussion of the relation of the teacher to the school organization and to the community in general.

For use as a textbook in teachers' training classes, the book is well supplied with teaching helps; an outline of each chapter at the beginning, a summary at the end, a set of well-chosen references for additional reading, and, finally, an extensive and varied series of questions and problems for discussion.

The book gives a general over-view of a large field of problems which need to be seen in their relationships by teachers in training and the younger teachers in service. It may well be thus introductory to a more intensive study of the numerous topics introduced as these are taken up in the more specialized advanced courses.

FRANKLIN BOBBITT

BLISS, DON C. *Methods and Standards for Local School Surveys*. Introduction by GEORGE DRAYTON STRAYER. Boston: D. C. Heath & Co., 1918. Pp. xxiv+264.

This volume is prepared as a handbook for the guidance of superintendents, principals, and teachers in the making of what has been called the self-survey. The volume must therefore be judged on the basis of its values for such purposes.

The chapter entitled "Survey Outline" is the one that will logically come first in the actual use of the volume for self-surveys. It presents a list of one hundred fourteen topics and questions upon which information is to be secured in the making of the survey. These cover practically all